



# CONNECT

By: Mr. Ekramy Ramadan

Lesson  
preparation  
for

PRIMARY

5

Student's Book  
Term 2

2023 / 2024

School : .....

Teacher's name: .....

Year : 2023 / 2024

# Time table

Morning	Afternoon	Days	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period	7 <sup>th</sup> Period	8 <sup>th</sup> Period
		<i>Saturday</i>								
		<i>Sunday</i>								
		<i>Monday</i>								
		<i>Tuesday</i>								
		<i>Wednesday</i>								
		<i>Thursday</i>								

## Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
<b>Queue</b>					
<b>1<sup>st</sup> Period</b>					
<b>2<sup>nd</sup> Period</b>					
<b>3<sup>rd</sup> Period</b>					
<b>4<sup>th</sup> Period</b>					
<b>5<sup>th</sup> Period</b>					
<b>6<sup>th</sup> Period</b>					
<b>7<sup>th</sup> Period</b>					
<b>8<sup>th</sup> Period</b>					

**Syllabus Distribution  
Plan of Education year  
20..... / 20.....**

Primary .....			
Months	Term	Sections	Remarks
<i>September</i> <i>October</i> <i>November</i> <i>December</i> <i>January</i>	First Term	Units..... Units..... Units..... Units..... Units.....	<b>Connect</b> Student's book
<i>February</i> <i>March</i> <i>April</i> <i>May</i>	Second Term	Units..... Units..... Units..... Units.....	<b>Connect</b> Student's book

**Teacher**

.....

**Supervisor**

.....

**School manager**

.....



## *Objectives of Teaching English as a foreign Language in The Primary Stage*

*By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:*

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

### **1- Listening :**

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructions - class routine.
- Listen to and understand the time on the hours.



### **2- Speaking :**

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age ....."

### **3- Reading :**

- Identify sound - letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight - read vocabulary in context.




### **4- Writing :**

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.



# Scope and sequence



## Theme 1 I discover myself

Unit	Vocabulary	Language	Skills
<b>1</b> <b>We plant our food</b> 	bananas, beans, cakes, candy, carrots, chocolate, coconuts, eggs, grapes, lemons, limes, mangoes, milk, onions, pineapples, rice, chickpeas, ingredients, legumes, seeds, rows, harvest, energy, producers, consumers, decomposers, primary, secondary, tertiary, castle, giant, grabbed, chopped, cage	Hello, what would you like? I'd like some carrots, please. Are there any beans? Yes, there are/No, there aren't. Making suggestions: How about buying some coconuts? Countable and uncountable foods with a, an, some, and any	<b>Reading:</b> Text about the production of chickpeas from the farm to the dinner table Text about a food chain Food diaries A fairy tale: <i>Jack and the Beanstalk</i> Reading a recipe for <i>basbousa</i> <b>Listening:</b> dialog between two friends about healthy and unhealthy food, and food preferences Dialog at the market <b>Speaking</b> Roleplaying a dialog between customers and market sellers, discussion about food production, discussion about personal diet and how to make sensible food choices <b>Writing:</b> Write a recipe for a healthy meal giving ingredients and instructions <b>Project:</b> Making a poster about the production and use of a locally-produced fruit, vegetable, or legume
<b>2</b> <b>I want to be healthy!</b> 	Activities: football, handball, karate, kung fu, sailing, swimming, squash, tennis Places and equipment: football, football boots, football pitch, karate suit, tennis court, swimming pool, squash rackets, swimming goggles toxic, air fresheners, emissions, acid, shade, greenhouses, nightmare	What are you good/great/bad at? I'm good at playing football, but I'm bad at sailing. What about you? I'm good at playing football because I can run fast. Review of comparatives (i.e., worse than, better than) superlatives	<b>Reading:</b> Text about environmental issues A sports biography about Hedaya Malak <b>Listening:</b> about sports results/sports equipment/sports news <b>Speaking:</b> Discussing sports and leisure preferences, saying what I'm good or bad at, discussion about what we can do to protect the air, sea, and trees <b>Writing:</b> Solutions for the protection of the air, seas, and trees. A sports biography of a famous Egyptian sportsperson <b>Project:</b> Research and give a presentation about how to help my local environment by offering solutions to current issues
<b>3</b> <b>How do I look?</b> 	T-shirt, sunglasses, swimming shorts, scarf, sweater, sneakers, necklace, pajamas, spotted, stripes, robe, pockets, sleeves, pearl, man-made mountain, glacier, river, flood, rainforest, desert, waterfalls, fossils, erosion, sand dunes, fertile, river banks, canal, sculptures	Infinitive of purpose i.e., I wore a galabeya to stay cool. She went to town to buy a sweater. Past simple i.e., I went to my bedroom to go to sleep. Tarek went to the market to buy some oranges.	<b>Reading:</b> Text about the natural features of the Nile Delta, the Nile Valley, and the Fayoum Depression Text about how different natural features are formed through wind and soil erosion Text about traditional clothes and those for special festivals. A fairy tale: <i>The Elves and the Shoemaker</i> Blog about different school uniforms Text about traditional clothes worn in Mexico <b>Listening:</b> Packing for a holiday to AL Fayoum Listening and identifying clothes from a description <b>Speaking:</b> Discussing traditional clothes, talking about favorite clothes, and those for special festivals <b>Writing:</b> A description of your favorite clothes using a range of adjectives about opinion, size, age, color, and material <b>Project:</b> Research traditional clothes from a chosen country and write a leaflet



Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
<p>Identify and pronounce initial, medial, and final phonemes in spoken single-syllable words e.g., cake, lime, bean, grape, egg, milk, rice, candy.</p> <p>Identify spelling correspondences for additional common vowels, e.g., cake, rain, gray.</p>	<p><b>Self-expression/independence</b></p> <p>Choose a recipe to write about</p> <p>Understanding and putting a process in order (chickpeas from farm to table)</p> <p><b>Decision making:</b> Deciding which meals are healthy and living a healthy life</p>	<p><b>Showing respect for others:</b> Respecting differences and respecting people who help us by asking for things politely</p> <p>Giving constructive feedback to peers</p>	<p><b>Making sensible food choices</b></p> <p>How to live a healthier life</p>	<p><b>Science:</b> Food chain Review of where our food comes from</p> <p><b>Math:</b> Decimal fractions</p> <p><b>Project:</b> Making a poster about the production and use of a locally produced fruit, vegetable, or legume</p>
<p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Distinguish between short and long vowel sounds.</p> <p>Identify the number of syllables in two-syllable words.</p>	<p><b>Critical thinking:</b></p> <p>Possible solutions about how to make local environments less polluted and more pleasant</p>		<p><b>Environmental responsibility</b></p> <p>What can we do to make our environment a better place to live?</p>	<p><b>Social studies:</b> Solutions to improve the local environment</p> <p><b>Math:</b> Add and subtract decimals to thousandths; solve problems</p> <p><b>Project:</b> Ideas to make local cities and communities less polluted and more pleasant</p>
<p>Distinguish rules for simple past tense (i.e., /d/, /t/, and /ɪd/.)</p>	<p><b>Respect for diversity:</b></p> <p>Understanding how other people dress and their unique identity</p>	<p><b>Mercy</b></p> <p>Talking about why people help others</p> <p>Appreciating differences</p>	<p><b>Non-discrimination</b></p> <p>Traditional clothing from around the world</p>	<p><b>Science:</b> How different natural features are formed through wind and soil erosion</p> <p><b>Social studies and Geography:</b> The natural features of different regions in Egypt (Nile Delta, Nile Valley, Fayoum Depression)</p> <p><b>Math:</b> Multiply multi-digit numbers</p> <p><b>Culture:</b> Traditional clothes from Mexico</p> <p><b>Project:</b> Research traditional clothes from a chosen country and write a leaflet</p>

## Theme 2 Myself and others

Unit	Vocabulary	Language	Skills
<b>4</b> <b>Looking after our world</b> 	forest, island, lake, mountain, coral reefs, river, waterfall, rare, reign, sunsets, tombs, messy, weeds community, glad, hiking, eco-lodges, suitable, atmosphere, normal, livestock farming, greenhouse effect, blanket, dive, environment, hotels, wildlife, pollution, surprise	Past Continuous i.e., <i>We were walking in one of the Nubian villages this morning. What were you doing at (8am) yesterday ? I was going to school.</i>	<b>Reading:</b> Text about the causes and results of climate change. Text about the greenhouse effect Text about a community garden Text about an eco-resort in Taba <b>Listening:</b> My visit to Elephantine Island The positive and negative things about tourism <b>Speaking:</b> Discussing and identifying villages, cities, and towns in Egypt, and personal preferences Talking about what you were doing at specific times in the past Talking about the positive and negative aspects of eco-tourism Talking about the benefits of taking part in a community garden project <b>Writing:</b> Research and write a flyer about eco-tourism <b>Project:</b> Researching and creating a flyer about an eco-destination Working collaboratively
<b>5</b> <b>Jobs we do</b> 	crab, fish, insect, rocks, sand, seaweed, sunlight, tree, water dentist, teacher, vet, biologist, journalist, receptionist, pianist, scientist, scribe, craftsman, grains, doctor, trader, ecosystem, living, non-living, rockpool, souvenirs, skillful, hieroglyphs, dolphins, monkeys, coast, endangered, jackals, spices, reeds, welcoming, archaeologist, move, buzzing, relaxing, fence, carry on	Present Simple third person singular endings i.e., <i>She catches a bus, He flies a plane, It eats fruit.</i> Must for things that we have to do, and mustn't for things we are not allowed to do i.e., <i>I must do my homework, I mustn't walk on the grass.</i>	<b>Reading:</b> Text about why ecosystems are important Texts about different jobs in tourism A fable: <i>The Ant and the Grasshopper</i> Text about working in a team <b>Listening:</b> Jobs in Ancient Egypt Why are ecosystems important? My trip to Nubia with a tour guide <b>Speaking:</b> Discussing different jobs Completing a survey about favorite jobs <b>Writing:</b> Write short description of three jobs Write about some facts and other information for tourists in Nubia Pros and cons of certain jobs – a job you want and a job you don't want <b>Project:</b> A poster about teamwork
<b>6</b> <b>What's the weather like?</b> 	cloud, ice, rain, rainbow, snow, sun, wind, cloudy, sunny, windy, rainy, heat wave, sandstorm, strong winds/storm, tidal wave, shade, cry, knocked, nearby, nature, fruit, leather, silver, milk, copper, nuts, eggs, tin cans, wood, cotton, natural resources, mineral resources, fossil fuels, renew, lead, zinc, economies	Frequency adverbs i.e., <i>always, sometimes, usually, often, never.</i> How often do you...? <i>I often sit out on our balcony on hot nights.</i> <i>I'm always in bed by 11pm.</i>	<b>Reading:</b> Text about the weather in Egypt Text about a heat wave Texts about extreme weather events <b>Listening:</b> Weather in different Egyptian cities What are natural resources? <b>Speaking:</b> Discussion about favorite weather and season Discussion about what to do in a heat wave Talking about daily usage of natural resources <b>Writing:</b> Writing a list of ideas to help save water resources Writing an account of an extreme weather event Writing tips about keeping safe in extreme weather <b>Project:</b> Make a leaflet about keeping safe in extreme weather

Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
Recognize and pronounce three consonant clusters in initial position i.e., <i>scr-</i> , <i>str-</i> , and <i>thr-</i> Recognize and read grade-appropriate regularly spelled words	<b>Critical thinking:</b> Identifying cause and result in the natural world  Identifying benefits of helping in your community	<b>Tolerance</b> Helping people at the community	<b>Citizenship</b> Helping my community	<b>Science:</b> Greenhouse gases and climate change  <b>Social sciences:</b> Helping my community  <b>Math:</b> Number sequences  <b>Project:</b> Researching and creating a flyer about an eco-destination Working collaboratively
Read and correctly pronounce diphthongs /æɪ/, /aɪ/, and /ɔɪ/ The suffix <i>-ist</i> for jobs i.e., dentist, biologist	<b>Problem solving:</b> What we need to survive <b>Collaboration:</b> Make a poster about teamwork and how to work effectively in a team How to work out a solution when you disagree with someone	<b>Independence</b> What you can do now to help you in the future.	<b>Globalization</b> How tourism helps our community	<b>Science:</b> Different kinds of ecosystems, living and non-living things <b>Math:</b> Pie charts <b>Project:</b> A poster about teamwork
Differentiating between /p/ and /b/ i.e., <i>bull</i> and <i>pull</i> , <i>bear</i> and <i>pear</i> Identifying silent letters i.e., <i>climb</i> , <i>two</i> , <i>hour</i> , <i>island</i> , <i>knife</i> , <i>write</i>	<b>Accountability</b> Behaving responsibly in emergencies	<b>Independence</b> Looking after our world How can we save water?	<b>Sustainable development</b> Balancing natural resources and economic developments	<b>Science:</b> Natural resources and their importance for the economy <b>Math:</b> Units of measurement <b>Project:</b> A leaflet about keeping safe in extreme weather





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



Contents	Unit 7	Homes in Egypt	Lesson: 1	Page:4/5												
objectives	1-To listen, read and write to describe homes. 2-To identify rooms and furniture in our homes. 3- To research about different houses or apartments.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Cultural responsibility.															
Values	Respect: Showing respect for cultural heritage.															
Skills	Self-expression – Independence- Decision making.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the rooms from last years, and some famous words such as tree, book, fish and jobs.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach them the new words: apartment- home – armchair- cushions - balcony -elevator- oven- bedroom – kitchen - bathroom- living room –shower- closet - middle- desk- modern.  <b>Language:</b> Where do you live? I live in apartment.															
Refer To teacher's guide page	Page 4-5															
Exercise	No :1		Page : 5													
Exercise	No :2		Page : 5													
Assessment	I will get a student to come and say the rooms using cards.															
Closing	Say the next time we will learn about the perfect bedroom.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit 7	Homes in Egypt	Lesson: 2	Page :6/9												
objectives	1- To understand and use the simple past to talk about past events. 2- To use and know the meaning of the suffix "un". 3- To know and identify regular and irregular verbs in the past.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Cultural responsibility.															
Values	Respect: Showing respect for cultural heritage.															
Skills	Self-expression – Independence- Decision making.															
	<u>Lesson Procedures</u>															
Review	I will greet the class saying good morning. Ask about words from the last lesson.															
Warm up	Ask about homes using: Where do you live?															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach the words: poster- animals - cushion – unhappy - unsafe - uncomfortable - unfriendly - unlucky - unfair– dangerous – alone – kind- happen –without - reason.  <b>Language:</b> He travelled all over Egypt. He ate Om Ali in Tanta.															
Refer To teacher's guide page	Pages 6/9															
Exercise	No1 :1,2		Page : 6-7													
Exercise	No2:1, 2		Page : 8-9													
Assessment	Ask the pupils to describe his/her bedroom.															
Closing	Next time we will learn about homes in Ancient Egypt.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



Contents	Unit 7	Homes in Egypt	Lesson : 3	Page :10/11												
Objectives	1-To learn and talk about homes in Ancient Egypt. 2- To listen and read a text then answers questions about it. 3- To read and learns a poem about Ancient Egypt.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The boa</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The boa		C D		Teacher's guide		Flash cards	
Student book		real objects		The boa												
C D		Teacher's guide		Flash cards												
Issues	Cultural responsibility.															
Values	Respect: Showing respect for cultural heritage.															
Skills	Self-expression – Independence- Decision making.															
	Lesson Procedures															
Review	I will say good morning. Ask about the rooms of a house.															
Warm up	I will get the pupils to answer: What is your bedroom like?															
Presentation New Vocabulary and structures.	New vocabulary: To teach the new words: gate- pot - roof- oven – reed mat- sleeping area- river bank- style- together- wind- mud bricks – walls- strong.  Language: Where did people build their homes in Ancient Egypt? What did people use to build their homes in Ancient Egypt?															
Refer To teacher's guide page	Pages 10 /11															
Exercise	No1 :1,2		Page : 10													
Exercise	No2: 1,2		Page : 11													
Assessment	Tell me about homes in Ancient Egypt, Check answers.															
Closing	Say good bye. We will learn about double vowels oo – ee.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit 7	Homes in Egypt	Lesson : 4	Page :12/15												
objectives	1- To identify and read words have double vowels /ee/ and /oo/. 2- To identify and find words with long and short / oo/ sounds. 3-To learn about how we round decimal numbers.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
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C D		Teacher's guide		Flash cards												
issues	Cultural responsibility.															
Values	Respect: Showing respect for cultural heritage.															
Skills	Self-expression – Independence- Decision making.															
	<u>Lesson Procedures</u>															
Review	Welcome saying good morning, Say words have double /ee/ .															
Warm up	Tell me some places. Where do you want to live?															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: sheep – keep - tree - queen- pool - spoon- school - tool- smooth – wool – noon - zoo – food - roof- good- wood- blood – cook flood – round up .  <b>Language:</b> 13.95 becomes 14 134.3 becomes 134															
Refer To teacher's guide page	Pages 12/15															
Exercise	No1 :1/2		Page : 12-13													
Exercise	No2: 1/2		Page : 14-15													
Assessment	I will get a student to say words have short /oo/ and long /oo/.															
Closing	Say the next time we will learn about writing blogging.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



Contents	Unit 7	Homes in Egypt	Lesson : 5	Page :16/17												
objectives	1-To read and say a blogging about unusual homes. 2- To read and say positive and negative adjectives. 3- To write a blogging about unusual home or house.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Cultural responsibility.															
Values	Respect: Showing respect for cultural heritage.															
Skills	Self-expression – Independence- Decision making.															
	Lesson Procedures															
Review	Greet the class saying good morning; revise the words from last lesson.															
Warm up	I will get a pupil to tell us some words have double /oo/ sound.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: blogging- unusual – ecological – landscape- funny- awful -annoying- boring- awesome – brilliant- cool - friendly – interesting.  Language: Find positive and negative adjectives.															
Refer To teacher's guide page	Pages 16/17															
Exercise	No1 :1		Page : 16													
Exercise	No2: 2		Page : 17													
Assessment	Find positive and negative adjectives, Check answers.															
Closing	Say good bye. We will read and make a project about Ancient Egyptian homes.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>







<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit 8	At the doctor's	Lesson :1	Page :22/23												
objectives	1-To listen, read research and write about different illnesses. 2- To talk about illnesses and treatments. 3-To ask and answer about health using what is the matter?															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	What do you do to stay healthy?															
Values	Respect: Respecting other people's opinions.															
Skills	Critical thinking: Working out treatments for illnesses.															
	<u>Lesson Procedures</u>															
Review	Greet the class saying good morning. Revise the rooms.															
Warm up	Review the question, Where do you live? Check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach the new words: illness- club – ankle – earache - toothache – backache –sore throat – worried - coach – cough – shoulder - tomorrow- dentist.  <b>Language:</b> What is the matter? My tooth hurts.															
Refer To teacher's guide page	Pages 22/23															
Exercise	No1 :1,2		Page : 22													
Exercise	No2: 1.2		Page : 23													
Assessment	Ask: does your back hurt? Check answers and revise illnesses.															
Closing	Saying good bye, next time will learn about fresh and salt water and read a story about the elephant.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit 8	At the doctor's	Lesson:2	Page :24/27												
objectives	1- To read and learn about the importance of water for our health. 2- To learn and discuss about salt and fresh water. 3- To listen and read a story about describing the elephant.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	What do you do to stay healthy?															
Values	Respect: Respecting other people's opinions.															
Skills	Critical thinking: Working out treatments for illnesses.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will greet them. Revise the illnesses.															
Warm up	Revise asking with, what is the matter? And check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach the new words: salt - fresh – stream –lake- ocean –river – glacier- stomachache – trunk –tusk – flexible – rope - spear – smooth- incredible- enormous- blind.  <b>Language:</b> why is water important for your health? Because we can't live without drinking water.															
Refer To teacher's guide page	Pages 24/27															
Exercise	No1 :1-2		Page : 24-25													
Exercise	No2: 1-2		Page : 26-27													
Assessment	I will ask them to describe the elephant and check answers.															
Closing	I will tell them next time we will learn about hospitals and doctors.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 8	At the doctor's	Lesson:3	Page :28/31												
objectives	1- To read, research and learn about hospitals and doctors. 2- To read a text and answer questions about it. 3- To use and know the prefixes (un- ir – il – im).															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	What do you do to stay healthy?															
Values	Respect: Respecting other people's opinions.															
Skills	Critical thinking: Working out treatments for illnesses.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Say the sports which we do in Egypt.															
Warm up	Answer: which sport do you like? Why?															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Teach the new words: relatives – unwell –crowded - staff –injection – corridors– members – patients – helpful- usual- unusual-possible- impossible-regular- irregular- legal- illegal.  <b>Language:</b> Do you have a stomachache? No, I have a toothache.															
Refer To teacher's guide page	Pages 28/31															
Exercise	No1 :1,2		Page : 28-29													
Exercise	No2: 1,2		Page : 30/31													
Assessment	Say words have the prefix ( ir) and others have (un).															
Closing	I will say good bye, next we will read about the power of honey.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit 8	At the doctor's	Lesson:4	Page :32/35												
objectives	1- To read and listen to a paragraph about the honey. 2-To learn to find a treatment for the health problem. 3- To identify and learn the difference between (f) and (v) sounds. 4- To learn and use a bar chart for showing information.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	What do you do to stay healthy?															
Values	Respect: Respecting other people's opinions.															
Skills	Critical thinking: Working out treatments for illnesses.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the illnesses and treatments.															
Warm up	Ask: what's the matter? Check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Teach the new words using cards: bandage – honey - treatment –healing- wounds -bacteria –substance- frog – vet- van- scarf -leave-leaf –very – ferry - bar chart.  <b>Language:</b> Which food is the most popular?															
Refer To teacher's guide page	Pages 32/35															
Exercise	No1 :1,2		Page : 32-33													
Exercise	No2: 1,2		Page : 34-35													
Assessment	What do you know about the honey? Check answers															
Closing	I will say good bye, we will learn to write a presentation.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



Contents	Unit 8	At the doctor's	Lesson:5	Page 36/37												
objectives	1-To read and know how to write a presentation. 2-To write a presentation about how to stay healthy. 3- To learn what to put in a first aid kit and make a poster.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	What do you do to stay healthy?															
Values	Respect: Respecting other people's opinions.															
Skills	Critical thinking: Working out treatments for illnesses.															
	<u>Lesson Procedures</u>															
Review	Greet the children. Say words have <b>im</b> prefix, Check answers.															
Warm up	Say the illnesses. Revise words have ( <b>f</b> ) and ( <b>v</b> ) sounds.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: <b>balanced diet – fruits- sports – experts – enough sleep–especially –exercise – plenty of water– healthy food.</b>  <b>Language:</b> <b>what do you do to stay healthy?</b> <b>I drink a plenty of water and play sports.</b>															
Refer To teacher's guide page	Pages 36/37															
Exercise	No1 :1,2		Page : 36													
Exercise	No2: 1,2		Page : 37													
Assessment	What do you do to stay healthy? Check answers.															
Closing	I will say good bye, next we will make a poster for our class.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit 8	At the doctor's	Lesson:6	Page :38/39												
objectives	1- To know how to stay healthy. 2- To work with a group to make a poster. 3- To learn what to put in a first aid kit and make a poster.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	What do you do to stay healthy?															
Values	Respect: Respecting other people's opinions.															
Skills	Critical thinking: Working out treatments for illnesses.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the words from last lesson.															
Warm up	Ask about , what do we do to stay healthy? Check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: cleansing wipes – soap – medical gloves- rubber bands – safety pins – sunscreen – bandages – have- has- don't have – doesn't have.  <b>Language:</b> I – you- we –they : ( have- don't have ). He – she – it : ( has – doesn't have ).															
Refer To teacher's guide page	Pages 38/39															
Exercise	No1 :1,2		Page : 38													
Exercise	No2: 1,2		Page : 39													
Assessment	Get the pupils to show their posters to each group.															
Closing	I will say good bye, next we will learn about animals and wildlife.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





Date			
Period			
Class			



<u>Contents</u>	Unit 9	My favorite animal	Lesson: 1	Page :42/43												
objectives	1-To listen, read, research and write about animals. 2- To identify and know different types of animals. 3- To read and follow a conversation about animals and wildlife.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Water is important in our life.															
Values	Appreciation and gratitude.															
Skills	Critical thinking: Why are trees important?															
	<u>Lesson Procedures</u>															
Review	Revise words have ( ir ) prefix and words have ( im ) prefix.															
Warm up	Revise the illnesses and talk about the treatments.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: wildlife -kangaroo - bat - panda – penguin- lion-snail- parrot – dolphin – clues – wildlife park – pouch – project- enjoy.  <b>Language:</b> What birds did you see? What about animals that like the cold?															
Refer To teacher's guide page	Pages 42/43															
Exercise	No1 :1-2		Page : 42													
Exercise	No2: 1-2		Page : 43													
Assessment	Where did Ramez go yesterday? Revise the conversation and answer.															
Closing	I will tell them next we will learn about what we could do.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 9	My favorite animal	Lesson:2	Page :46/47												
objectives	1- To talk about the ability in the past using could – couldn't. 2- To listen and read the story of the angry tree. 3- To read and know about the importance of trees in our life.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Water is important in our life.															
Values	Appreciation and gratitude.															
Skills	Critical thinking: Why are trees important?															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the clothes from the last lesson.															
Warm up	Ask and answer about animals and say sentences about them.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: could – couldn't-trunk – comfortable– branch- rainy-exhausted–shelter–nuts-save–traveller-rest–ungrateful- breeze- useless- unkind-leave- meet - shade.  <b>Language:</b> Why are trees important? Because travellers can rest and sleep in the shade under them.															
Refer To teacher's guide page	Pages 46/47															
Exercise	No1 :1/2		Page : 46													
Exercise	No2: 1/2		Page : 47													
Assessment	What could you do when you were young? Check answers.															
Closing	I will say goodbye, next we will learn about the water cycle.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit : 9	My favorite animal	Lesson:3	Page :48/51												
objectives	1- To listen, read and discuss about the importance of water. 2- To read a text and answer questions about the water cycle. 3- To read and talk about Ancient Egyptian society.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Water is important in our life.															
Values	Appreciation and gratitude.															
Skills	Critical thinking: Why are trees important?															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and the water cycle.															
Warm up	Ask and answer about animals. Which are your favorite animals?															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: precipitation- evaporation clouds - in charge- pharaoh – taxes –soldiers- army - scribes-nobles – recorder – organize – guarded – kingdom –artisans chariots .  <b>Language</b> What job would you like in Ancient Egypt? Why? I would like to be a scribe, because I like writing.															
Refer To teacher's guide page	Pages :48/51															
Exercise	No1 :1,2		Page : 48-49													
Exercise	No2: 1,2		Page : 50-51													
Assessment	Ask and check answers: What job would you like in Ancient Egypt?															
Closing	I will say goodbye next we will learn adding some suffixes.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Class</b>			
<b>Period</b>			
<b>Class</b>			



<b>Contents</b>	<b>Unit: 9</b>	<b>My favorite animal</b>	<b>Lesson:4</b>	<b>Page :52/55</b>												
<b>objectives</b>	1-To use the suffix ( <b>er</b> ) to make a noun. 2- To add the suffix ( <b>ing</b> ) and ( <b>ed</b> ) to make adjectives 3-To identify the sounds ( <b>v</b> ) and ( <b>w</b> ) and use them in words.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Environmental responsibility: Water is important in our life.															
<b>Values</b>	Appreciation and gratitude.															
<b>Skills</b>	Critical thinking: Why are trees important?															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the class; revise the illnesses and the animals.															
<b>Warm up</b>	Ask and answer: Why do we need water and trees?															
<b>Presentation</b> <b>New Vocabulary</b> <b>and structures.</b>	<b>Vocabulary:</b> To teach the new words: traveller - player- climber- bored –boring – interested – interesting - surprised – surprising - vet- vase- volcano- wet- wheel- water.  <b>Language:</b> That movie was so boring, I was bored in it.															
<b>Refer To teacher's</b> <b>guide page</b>	<b>Pages 52/55</b>															
<b>Exercise</b>	<b>No1 :1,2</b>		<b>Page : 52-53</b>													
<b>Exercise</b>	<b>No2: 1,2</b>		<b>Page : 54-55</b>													
<b>Assessment</b>	Say adjectives have ( <b>ing</b> ) and others have ( <b>ed</b> ). Check answers.															
<b>Closing</b>	I will tell them that next time we will learn about writing e-mails about unusual animals.															
<b>Evaluation:</b> Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit : 9	My favorite animal	Lesson:5	Page :56/57												
objectives	1-To learn how to write an e- mail. 2- To read an e-mail about unusual animal to answer questions. 3- To ask a friend about his/her opinion.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Water is important in our life.															
Values	Appreciation and gratitude.															
Skills	Critical thinking: Why are trees important?															
	<u>Lesson Procedures</u>															
Review	Greet the class; Say the illnesses and revise the words.															
Warm up	Ask them to find words have the letters (v) and (w).															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach and revise the words: interesting – unusual – sea cow –sea bed- dugong - nickname- soon- best- things- dear – just - quick- opinion.  <b>Language:</b> My favorite unusual animal from Egypt is the dugong.															
Refer To teacher's guide page	Pages 56/57															
Exercise	No1 :1,2		Page : 56													
Exercise	No2: 1,2		Page : 57													
Assessment	Ask them to describe the unusual animal (the dugong).															
Closing	I will tell them next time we will make infographic about an animal habitat.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



Contents	Unit :9	My favorite animal	Lesson:6	Page :58/59												
objectives	1- To learn and read about animals habitats. 2-To listen and read an infographic about an animal habitat. 3-To make an infographic about an animal habitat.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility: Water is important in our life.															
Values	Appreciation and gratitude.															
Skills	Critical thinking: Why are trees important?															
	<u>Lesson Procedures</u>															
Review	Greet the children; Revise the animals and unusual animals.															
Warm up	Find and say words with the sounds "v" and "w".															
Presentation New Vocabulary and structures.	<u>Vocabulary:</u> To teach and revise the words: habitat – infographic – desert -ocean- polar- forest – headings- grasslands – percent – charts- information- warm- cool.  <u>Language:</u> Some grasslands are warm and some are cool.															
Refer To teacher's guide page	Pages 58/59															
Exercise	No1 :1,2		Page : 58													
Exercise	No2: 1,2		Page : 59													
Assessment	Show your infographic about an animal habitat to your friends.															
Closing	I will tell them we will revise all the words and sentences that we learn next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>		Review 3	Part: 1	Page :60/61												
objectives	To revise the vocabulary and language from units ( 7 to 9).															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Respect and gratitude.															
Skills	Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Greet the children: Say words have" <b>v</b> and <b>w</b> sounds "															
Warm up	Revise the suffixes. Revise the illnesses and animals.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Revise the words from units (1-3): illnesses (cough – shoulder hurts - toothache -earache– headache) – the animals (panda – penguin- lion-kangaroo- dolphin-parrot) adjectives with the prefix <b>un</b> (unhappy- unusual- unhealthy).  <b>Language:</b> When did you arrive in Alexandria? I am sick, I have a toothache.															
Refer To teacher's guide page	Pages 60/61															
Exercise	No1 :1/2		Page : 60													
Exercise	No2: 1/2		Page : 61													
Assessment	Revise the illnesses words, and then revise the animals.															
Closing	I will say goodbye, next time we will read an article about endangered animals.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>		<b>Review 3</b>	<b>Part: 2</b>	<b>Page :62/67</b>												
<b>objectives</b>	1-To revise the sounds from units ( 7 to 9 ) . 2- To evaluate progress in units (7 to 9). 3-To read non- fiction text about endangered animals.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Environmental responsibility.															
<b>Values</b>	Respect and gratitude.															
<b>Skills</b>	Critical thinking.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children, say adjectives have " ed "and "ing" sounds.															
<b>Warm up</b>	Revise the animals. Revise illnesses and treatments.															
<b>Presentation New Vocabulary and structures.</b>	<b><u>Vocabulary:</u></b> Revise the words from units (1-3): illnesses (cough – sore throat - toothache -earache– backache) – the animals (panda – penguin- lion-kangaroo- dolphin-parrot) - endangered- extinct - wild- tortoise-poaching -Dorcas gazelle- herbivores.  <b><u>Language:</u></b> If an animal is endangered, it means that could become extinct.															
<b>Refer To teacher's guide page</b>	<b>Pages 62/67</b>															
<b>Exercise</b>	<b>No1 :1/2</b>		<b>Page : 62/63/64</b>													
<b>Exercise</b>	<b>No2: 1/2</b>		<b>Page : 65/66/67</b>													
<b>Assessment</b>	Is it important to protect wild animals? Why, why not? Check answers.															
<b>Closing</b>	We will learn about places in Egypt (Alexandria) next time.															
<b>Evaluation:</b> <b>Weaknesses points :some students need focus on</b>																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit: 10	Let's visit Egypt.	Lesson:1	Page :70/71												
Objectives	1- To listen, read, research and write about places in a town. 2-To read and learn about Alexandria. 3- To learn and identify places in the town.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
Issues	Self -reflection: Why is asking for help a good thing?															
Values	Honesty and kindness.															
Skills	Creativity and collaboration: Creating your perfect town.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the illnesses and animals words.															
Warm up	Revise the story of the angry tree from the last unit.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: Alexandria city – factory – bank -library- monument- square –shopping mall – station- mint - museum –cuisine – originally - vacation- decorated –spend ages- museum - restaurant.  <b>Language:</b> Why do you love Alexandria? Because it's a really exciting place to visit.															
Refer To teacher's guide page	Pages 70/71															
Exercise	No1 :1/2		Page : 70													
Exercise	No2: 1/2		Page : 71													
Assessment	I will ask: Where do you live? And check the pupils' answers.															
Closing	I will tell them next time we will learn about how we know so much about life in Ancient Egypt.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit : 10	Let's visit Egypt	Lesson: 2	Page :72/73												
Objectives	1-To ask and answer about life in Ancient Egypt. 2- To read and write sentences about life in Ancient Egypt. 3- To speak about how we know about life in Ancient Egypt.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
Issues	Self -reflection: Why is asking for help a good thing?															
Values	Honesty and kindness.															
Skills	Creativity and collaboration: Creating your perfect town.															
	<u>Lesson Procedures</u>															
Review	Greet the children; review the words from the last lesson.															
Warm up	Revise the animals and illnesses. Answer" Where do you live?"															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach the new words: evidence- exist – facts - sign- paintings -- hieroglyphics – symbols- tombs- scenes- occasions – feasts -events- artifacts- monuments- buried.  <b>Language:</b> What are hieroglyphics? They are Ancient Egyptian writing symbols and pictures.															
Refer To teacher's guide page	Pages 72/73															
Exercise	No1 :1,2		Page : 72													
Exercise	No2:1, 2		Page : 73													
Assessment	Ask them "what are the monuments? Check answers.															
Closing	I will tell them we will learn about using imperatives next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit :10	Let's visit Egypt	Lesson: 3	Page :74/77												
Objectives	1-To use the imperative to tell someone to do or not to do something. 2-To ask questions and answer using short answers. 3-To use and follow imperatives.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Self -reflection: Why is asking for help a good thing?															
Values	Honesty and kindness.															
Skills	Creativity and collaboration: Creating your perfect town.															
	<u>Lesson Procedures</u>															
Review	Greet the children; Revise the words from the last lesson.															
Warm up	Say the places, answer: How do we know about ancient Egypt?															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach the new words: imperatives- stand up – Help me- Have fun- - Don't run in the library - Don't close the window - environment –pick up the trash - moment – elevator – shout – spend – hurry up.  <b>Language:</b> Don't shout, speak quietly. Don't throw trash in the river, keep the environment clean.															
Refer To teacher's guide page	Pages 74/77															
Exercise	No1 :1		Page : 74-75													
Exercise	No2: 2		Page : 76-77													
Assessment	What should we do in the library? Check answers.															
Closing	Next we will read a story about "Gabi learns a lesson".															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit 10	Let's visit Egypt	Lesson: 4	Page :78/81												
objectives	1- To listen and read a story then answer questions about it. 2- To read and say words with diphthongs. 3- To estimate with mental math.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Self -reflection: Why is asking for help a good thing?															
Values	Honesty and kindness.															
Skills	Creativity and collaboration: Creating your perfect town.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the words and phrases from the last lesson.															
Warm up	Revise making imperative sentences.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: villager - sacks – truth - recognize – lost-strange looking -- entertain – creature - foolish - apologize - rude- alone- traders- around- about- near- close to.  <b>Language:</b> What is 85+90+35? <i>It is about 200.</i>															
Refer To teacher's guide page	Pages 78/81															
Exercise	No1 :1		Page : 78-79													
Exercise	No2: 2		Page : 80-81													
Assessment	What do you think of Gabi? Check the answers.															
Closing	I will tell them we will read about some nice cities next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit 10	Let's visit Egypt	Lesson: 5	Page :82/83												
objectives	1-To read and understand a text about cities around the world. 2-To read and understand a text then answer questions. 3-To find and read information about cities in the world.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Self -reflection: Why is asking for help a good thing?															
Values	Honesty and kindness.															
Skills	Creativity and collaboration: Creating your perfect town.															
	<u>Lesson Procedures</u>															
Review	I will greet the class. Revise the words from the last lesson.															
Warm up	I will ask: Which cities do you know in Egypt? Check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: tourist attractions - relaxing – palace –matter –describe- delicious – New york- – London –culture- famous - positive- negative- location-New Alamein.  <b>Language:</b> There are many exciting things to do in New Alamein. There are some amazing treasures there.															
Refer To teacher's guide page	Pages 82/83															
Exercise	No1 :1,2		Page : 82													
Exercise	No2: 1,2		Page : 83													
Assessment	What do you learn about London? Check answers.															
Closing	Next time we will make a poster about the perfect town.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit: 10	Let's visit Egypt	Lesson:6	Page :84/85												
objectives	1-To speak about and imagine the perfect town. 2- To work in groups to do a poster about out perfect town. 3-To show and share their work with others.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Self -reflection: Why is asking for help a good thing?															
Values	Honesty and kindness.															
Skills	Creativity and collaboration: Creating your perfect town.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and places in a city.															
Warm up	Ask and answer: What is your favorite city? Check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach and revise the words : poster - town - city - museum - factory- station- airport- market- water park –park – picnic –include – free - fresh.  <b>Language: Question:</b> Where do you go to catch a train? <b>Answer:</b> I go to the station.															
Refer To teacher's guide page	Pages 84/85															
Exercise	No1 :1,2		Page : 84													
Exercise	No2: 1,2		Page : 85													
Assessment	Ask and check the answers: what does your perfect town include?															
Closing	Next time we will learn about getting out in the fresh air.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit : 11	Getting out in the fresh air	Lesson: 1	Page :88/89												
objectives	1- To listen, read research and write about nature trails. 2- To learn some words about the nature. 3-To recognize and make plurals.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible choices: How can you enjoy your time in nature?															
Values	Well-being: Appreciating and making the most time in nature.															
Skills	Creativity and collaboration: Crating the perfect nature trail															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the places and the illnesses words.															
Warm up	Say words have the diphthongs: "ow" and "ight".															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words : hill –village – field- stream - grass - city-rock -plant - branches-wooden trunk- leaf –leaves – nature – famous- house- houses- city- cities.  <b>Language:</b> In the background I can see trees.															
Refer To teacher's guide page	Pages 88 /89															
Exercise	No1 :1,2		Page : 88													
Exercise	No2: 1,2		Page : 89													
Assessment	Describe the pictures using I can see ...., check answers.															
Closing	I will tell them we will learn about nature trail weekend next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit :11	Getting out in the fresh air	Lesson: 2	Page :90 / 93												
objectives	1-To learn and understand about the nature trails. 2- To read and write emails about the nature trails. 3- To identify and recognize adjectives and adverbs.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible choices: How can you enjoy your time in nature?															
Values	Well-being: Appreciating and making the most time in nature.															
Skills	Creativity and collaboration: Crating the perfect nature trail															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the nature words using cards.															
Warm up	Answer: where can we see animals and plants? Check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach the new words: nature trail –hike- lagoon– decide – prefer - dates –remember- alone – brave – check- email – happy- happily –nice-nicely good- well- nervous – nervously- bad- badly – hard- <b>hard</b> - fast - <b>fast</b> .  <b>Language:</b> Wael swims well. He is a good swimmer.															
Refer To teacher's guide page	Pages 90/93															
Exercise	No1 :1-2		Page : 90-91													
Exercise	No2: 1-2		Page : 92-93													
Assessment	Say sentences using adjectives and adverbs, Check answers.															
Closing	I will tell them next time we will learn about the Red Sea mountain.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit : 11	Getting out in the fresh air	Lesson : 3	Page :94/95												
objectives	1- To learn about the Red sea mountain trail. 2- To learn and know the nature trails in Egypt. 3-To read and write about things we need to go to the nature trails.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible choices: How can you enjoy your time in nature?															
Values	Well-being: Appreciating and making the most time in nature.															
Skills	Creativity and collaboration: Crating the perfect nature trail															
	<u>Lesson Procedures</u>															
Review	Greet the children, Revise nature words and nature trails in Egypt.															
Warm up	How can we enjoy our time in the nature? Check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: hiking- countryside – preserve - culture – follow– routes- fascinating - snacks - scarf – sunglasses- water bottle – distance -blanket – tent – map -clothes.  <b>Language:</b> Who is worried about wind and sand? * <b>Lama.</b> I get thirsty when I hike, so I always take a water bottle.															
Refer To teacher's guide page	Pages 94/95															
Exercise	No1 :1,2		Page : 94													
Exercise	No2: 1,2		Page : 95													
Assessment	What things we should pack to hike, check answers.															
Closing	I will tell them that we will learn about word building next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit : 11	Getting out in the fresh air	Lesson:4	Page :96/99												
objectives	1- To identify and know adjectives, nouns and adverbs. 2- To use the suffixes to make nouns, adjectives and adverbs. 3-To learn about adding mixed numbers.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible choices: How can you enjoy your time in nature?															
Values	Well-being: Appreciating and making the most time in nature.															
Skills	Creativity and collaboration: Crating the perfect nature trail															
	<u>Lesson Procedures</u>															
Review	Greet the children and then revise the nature trails in Egypt.															
Warm up	Ask them: What things do we need to hike? Check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the words: beauty- beautiful - beautifully – wonder – wonderful - wonderfully – care – careful - carefully – hunger - hungry- mouse-hungrily – light- tongue-hiking.  <b>Language:</b> Mixed numbers are numbers which are whole number and fractions.															
Refer To teacher's guide page	Pages 96/99															
Exercise	No1 :1/2		Page : 96-97													
Exercise	No2: 1/2		Page : 98-99													
Assessment	Find some words have the sound /n/ Check answers.															
Closing	I will say goodbye. Next time we will learn writing phrases.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



Contents	Unit : 11	Getting out in the fresh air	Lesson:5	Page :100/101												
objectives	1-To use phrases to talk about plans. 2-To use, write and understand making suggestions. 3- To use emojis to make the conversation fun.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible choices: How can you enjoy your time in nature?															
Values	Well-being: Appreciating and making the most time in nature.															
Skills	Creativity and collaboration: Crating the perfect nature trail															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the nature words and illnesses words.															
Warm up	Ask and check answers: Did you like the nature trails? Why?															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the new words: suggest – Let's - pick up - free -weekend- wait – meeting- what about–How about – later – cafe- awesome -cactus – cool – great.  <b>Language:</b> What about meeting up? Good idea.															
Refer To teacher's guide page	Pages 100/101															
Exercise	No1 :1/2		Page : 100													
Exercise	No2: 2/2		Page : 101													
Assessment	Say some suggestions like: What about hiking? Check answers.															
Closing	Next time we will make a presentation about nature trails.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



Contents	Unit : 11	Getting out in the fresh air	Lesson:6	Page :102/103												
objectives	1- To revise the language of the unit. 2- To learn and research about nature trails. 3- To make a presentation about a perfect nature trails.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible choices: How can you enjoy your time in nature?															
Values	Well-being: Appreciating and making the most time in nature.															
Skills	Creativity and collaboration: Crating the perfect nature trail															
	<u>Lesson Procedures</u>															
Review	Greet the class, revise the words have "n" sound.															
Warm up	I will get one of them to speak about a nature trail, check answers.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Revise and teach these words: jerboa – cactus –grass- desert snail- tamarisk – palm tree -desert – swimming area – picnic area –heading- include.  <b>Language:</b> What do you want in your nature trail?															
Refer To teacher's guide page	Pages 102/103															
Exercise	No1 :1/2		Page : 102													
Exercise	No2: 1/2		Page : 103													
Assessment	Show the presentation to your friends, "Say sentences about it".															
Closing	I will say goodbye. Next time we will read a nice story.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	The reader	A fantastic family adventure	Part:1	Page :104/115												
objectives	1- To listen to and order a story about a family adventure. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To examine the characters in the story.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility- loyalty and belonging.															
Values	Respect for others.															
Skills	Communication – Participation-Making decision.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise nature trails and adjectives words.															
Warm up	Ask and check answers: What's your favorite place? Talk about it.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> To teach the words: dinosaur – Skeleton- village – archaeologists– nature trails - binoculars- trucks- ibex- desert – camel – gazelle - discover – dangerous- bone- crocodile.  <b>Language:</b> Did you enjoy our trip? Yes, I thought it was fantastic.															
Refer To teacher's guide page	Pages 104/115															
Exercise																
Exercise																
Assessment	Do you like the story of "A fantastic family adventure"? Why? Check answers.															
Closing	I will say goodbye. Next we will complete the story.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>





<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	The reader	A fantastic family adventure	Part :2	Page :116/117												
objectives	1- To listen to and order a story. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To respect friends' ideas.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility- loyalty and belonging.															
Values	Respect for others.															
Skills	Communication – Participation-Making decision.															
	<u>Lesson Procedures</u>															
Review	Greet the children, and then revise the story.															
Warm up	I will get them to read the story to revise the events.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will revise the words from the last lesson. I will ask them about the story and check their answers, I will get them to listen to the second part of the story, and argue about the story in groups, I will check their opinions.  <b>Language:</b> They will play in groups to do the exercises in the book. I will give help if they need.															
Refer To teacher's guide page	Pages 116/117															
Exercise	No1 :1/2		Page : 116													
Exercise	No2: 1/2		Page : 117													
Assessment	Do you want to have a lizard pet? Why? Check answers.															
Closing	I will say goodbye. We will revise all the words next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>		<b>Review :4</b>	<b>Lesson:1</b>	<b>Page :118/119</b>												
<b>objectives</b>	To revise the vocabulary and language from units (10 to 12).															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Awareness of rights and duties- Environmental responsibility.															
<b>Values</b>	Respect - Independence - Curiosity.															
<b>Skills</b>	Communication – Decision making.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Greet the children and I will revise the nature and vacation words.															
<b>Warm up</b>	Where can you spend your vacation? Check answers.															
<b>Presentation New Vocabulary and structures.</b>	<b>Vocabulary:</b> Revise these words: city - mountain – hill – stream - village - station – shopping mall – swimming pool – museum- restaurant – crowded- mobile phone.  <b>Language:</b> We must stop when the traffic light is red. You mustn't park in wrong places.															
<b>Refer To teacher's guide page</b>	<b>Pages 118/119</b>															
<b>Exercise</b>	<b>No1 :1/2</b>			<b>Page : 118</b>												
<b>Exercise</b>	<b>No2: 1/2</b>			<b>Page : 119</b>												
<b>Assessment</b>	Which city do you like to visit? Why? Check answers.															
<b>Closing</b>	I will say goodbye. Next time we will revise all sounds in the last three units.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



Contents		Review :4	Lesson:2	Page :120/123												
objectives	1-To revise the letter sounds from units (10 to12) * (n – th ). 2- To evaluate progress in units (10 to 12). 3-To make a presentation about Egypt's tourist destinations. 4-To make a project about the perfect hotel.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Awareness of rights and duties- Environmental responsibility.															
Values	Respect - Independence - curiosity.															
Skills	Communication –Decision making.															
	<u>Lesson Procedures</u>															
Review	Greet the children and I will revise nature and vacations words.															
Warm up	Find words have the sound (n) and words have the sound (th).															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Revise these words and sounds: busy city – village – nature trails – beach - sunny – carefully –fast – well – heavy – slow- slowly - crowded – thin – think – father – mother – sing – ring –ton- nose-go-show- bite- boy- toy.  <b>Language:</b> We visited some museums and the theater.															
Refer To teacher's guide page	Pages 120/123															
Exercise	No1 :1/2		Page : 120-121													
Exercise	No2: 1/2		Page : 122-123													
Assessment	I will tell them to show their presentations to their friends.															
Closing	I will say goodbye. We finish our course now, I wish you happy mid-year holiday.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○